**Making Language and Learning Work**

*http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Making-language-and-learning-work/DVD-1*

**DVD 1 Maths and Science**

Clip 2: Identifying language demands

* Information transfer (Science)
* 3 level guide (Science)
* Learning Intentions (Maths)
* Should/could (Maths)

Clip 3: Make outcomes the same for all

* Concept map (Science)
* Word cluster (Science)
* Jigsaw reading (Science)
* Listening dictation (Maths)
* Maths jeopardy (Maths)

Clip 4: Make the abstract concrete

* Students explain and justify their statistical project (Maths)

Clip 5: Recycle language

* Interactive cloze (Maths)
* Concept circles (Science)
* Barrier exercise (Science)
* Picture matching (Maths)

Clip 6: Encourage self-evaluation

* Exit cards (Science and Maths)
* Self-evaluation templates (Science) and prompts (Maths)

**DVD 2 English and Social Science**

Clip 1: Know the learner (English)

* Hot potato

Clip 2: Know the learner (English)

* Vocab jumble

Clip 4: Know the learner (Social Studies)

* Self-assessment
* Word study
* Four corners
* Speaking frame
* Concept star

Clip 5: Know the learner (Geography)

* Quick writing
* Split information (Barrier activity)

Clip 6: Know the learner (Economics)

* Finding out table (grid)

Clip 7: Begin with embedded tasks (English)

* Story graph

Clip 8: Begin with embedded ideas (Geography)

* Ask and answer
* Sequencing
* Say-it grid

Clip 9: Begin with embedded tasks (Economics)

* Structured overview

Clip 10: Provide multiple opportunities for authentic language use (English0

* Information transfer
* 321RIQ

Clip 11: Provide multiple opportunities for authentic language use (English)

* 5Ws and an H

Clip 12: Provide multiple opportunities for authentic language use (English)

* Word attack skills
* Word cluster
* Double entry journal

Clip 13: Provide multiple opportunities for authentic language use (Social Studies)

* Dictagloss

Clip 14: Provide multiple opportunities for authentic language use (Economics)

* Split information (barrier activity)
* Guided writing, using connectives
* Barrier exercise

Clip 15: Ensure a balance between receptive and productive language (English)

* Text frame
* Reading in four voices

Clip 16: Ensure a balance between receptive and productive language (English)

* Reaching a consensus

Clip 17: Ensure a balance between receptive and productive language (English)

* Speaking frame
* Mind mirror

Clip 18: Ensure a balance between receptive and productive language (Social Science)

* Reaching a consensus

Clip 19: Ensure a balance between receptive and productive language (Geography)

* Picture frames
* Writing frames

Clip 20: Ensure a balance between receptive and productive language (Economics)

* 3 level guide

Clip 21: Help students achieve the same learning outcomes (English)

* Co-operative mind map
* Information retrieval chart
* Creative cloze
* Scaffolded writing frames (3 levels of support)

Clip 22: Help students achieve the same learning outcomes (English)

* Shared writing
* Student self-evaluation

Clip 23: Help students achieve the same learning outcomes (English)

* Co-operative reading square
* Freeze frame

Clip 24: Help students achieve the same learning outcomes (Social Studies)

* Jigsaw reading
* Writing frame

Clip 25: Help students achieve the same learning outcomes (Geography)

* Writing frames (scaffolded for different levels)
* Student self-reflection – one question you’d still like to know

These clips show the same strategies as above but they focus on what teacher/one class so we can see the progression of student learning.

Clip 26: Longer clip of one teacher/one class (English)

* Hot potato
* Information transfer table
* 321RIQ
* Text frame
* Reading in four voices
* Co-operative mind map
* Information transfer
* Creative cloze
* Writing frames

Clip 27: Longer clip one teacher/one class (English)

* Vocab jumble
* 5Ws and H
* Reaching a consensus
* Shared writing
* Student self-evaluation at end of lesson

Clip 28: Longer clip one teacher/one class (English)

* Story graph
* New ideas – group brainstorm
* Word attack skills
* Word cluster
* Double entry journal
* Speaking frame
* Mind mirror
* Co-operative reading square
* Freeze frame

Clip 29: Longer clip one teacher/one class (Social studies)

* Student survey – self-assessment of skills
* Word study
* Four corners
* Speaking frame
* Concept star
* Dictagloss
* Jigsaw reading
* Writing frame
* Listening round
* Reaching a consensus
* Collaborative poster

Clip 30: Longer clip one teacher/one class (Geography)

* Quick writing
* Split information
* Writing frames
* Role of bilingual tutor
* One question students still have
* Verb story
* Picture matching
* Ask and answer
* Say-it grid

Clip 31: Longer clip one teacher/one class (Economics)

* Finding out table
* Split information
* Guided writing
* Barrier exercise
* Structured overview
* Reaching a consensus

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